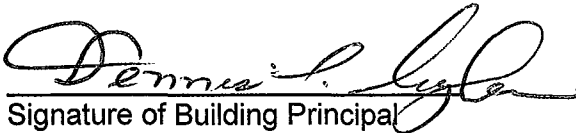
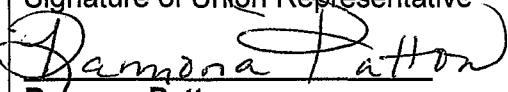


## SECTION B

### 5 Year Budget Option 1 LEA Application – School Building Level Information MICHIGAN SIG COHORT V

APPLICATION COVER SHEET  
COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information	
Legal Name of School Building <b>Osborn Academy of Mathematics, Science and Technology</b>	
School Building Code	<b>00032</b>
Mailing Address	<b>11600 E. Seven Mile Rd. Detroit, MI 48205</b>
School Building Contact for the School Improvement Grant	
Name:	<b>Dr. Dennis Myles</b>
Position and Office	<b>Principal</b>
Telephone	<b>313-866-0360</b>
Fax	<b>313-852-8696</b>
Email Address	<b><u>dennis.myles@detroitk12.org</u></b>
Building Principal (Printed Name)	Telephone
<b>Dr. Dennis Myles</b>	<b>313-866-0360</b>
 Signature of Building Principal	DATE <b><u>7/12/16</u></b>
Signature of Union Representative	DATE
 <b>Ramona Patton</b>	<b><u>7/12/16</u></b>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant programs, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p> <p><b>ASSURANCES AND CERTIFICATION:</b> By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in <b>Attachment G</b>, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.</p>	

## **Identify the Intervention Model Used in This School:**

- Transformation Model
- Turnaround Model
- Early Learning Intervention Model
- Evidence-Based Whole-School Reform Model
- Closure Model
- Restart Model

**Intervention Model:** Turnaround Model

**Identification Status of the School (Priority or Focus):** Priority

**NOTE:** Narratives should follow the sequence of the grant application.

### **1. Analysis of Need**

**When preparing responses, the school should consider evidence of need by focusing on improvement status; all core content achievement results, as measured by the state and local assessments, poverty level, graduation data, extended learning opportunities, special populations, etc. Refer to the School Data Analysis, EdYes! Report, and results of the Data Dialogues facilitated by the Intervention Specialist (IS) or District Improvement Facilitator (DIF). Consider how subgroups within the school are performing and possible areas to target for improvement. The narrative should include, at a minimum:**

- Identified data sources(s)
  - Relevant student achievement data
  - Connection(s) to student achievement data and targeted areas of improvement.
- a. Based on the information above, describe the school and LEA's method and rationale for how and why the implementation activities of the section intervention model were identified.**

**1a:** The school leadership team, the principal, and Wayne RESA staff conducted a comprehensive review of multiple data sources (ACT, SAT, PSAT, NWEA-MAP, and California Quick Reading Assessment) and found that students in our school persistently score significantly below national norms in each of the core academic disciplines including our target areas of mathematics, reading and writing. These target areas were identified through a series of data dialogues the school leadership team had with the principal and district representatives. A total of eight data dialogue meetings were held throughout the 2015-16 school year. While we were generally aware that our students read below grade level, one key factor discovery that emerged from the data dialogues is specifically which students read at a given level. As a result, the data-driven decision was made combine Adolescent Accelerated Reading Initiative (AARI) with our currently used Urban Literacy Initiative (ULI). The AARI is to be used to develop reading comprehension in adolescents while the ULI will be used with students who read at or near grade level. The Turnaround Model was identified after three years of data on

standardized tests revealed students continuously declined academically across all core subject areas.

The target areas, subgroups, data sources and intervention activities listed in Table 1a identify the foci of supports to be provided through the reform model.

<b>Table 1a: Osborn Academy of Mathematics, Science &amp; Technology Analysis of Need</b>			
<b>Targeted Areas</b>	<b>Subgroups</b>	<b>Data Sources</b>	<b>Implementation Activities</b>
<b>Reading &amp; Writing</b> (Evidence Based Reading and Writing – ERW)	9 <sup>th</sup> graders, 10 <sup>th</sup> graders, 11 <sup>th</sup> graders,approaching benchmark students; bottom 30%; economically disadvantaged	NWEA Map, PSAT,SAT, California Quick Reading Assessment	AARI, Urban Literacy Initiative, Khan Academy, Extended School Day, PD, Supplemental Curriculum, Instructional and Data Coaching
<b>Reading</b> (Informational Text)	9 <sup>th</sup> graders, 10 <sup>th</sup> graders, 11 <sup>th</sup> graders,approaching benchmark students; bottom 30%; economically disadvantaged	NWEA Map, PSAT, SAT, California Quick Reading Assessment	AARI, Urban Literacy Initiative, Khan Academy, Extended School Day, PD, Supplemental Curriculum, Instructional and Data Coaching
<b>Reading</b> (Vocabulary Acquisition and Use)	9 <sup>th</sup> graders, 10 <sup>th</sup> graders, 11 <sup>th</sup> graders,approaching benchmark students; bottom 30%; economically disadvantaged	NWEA Map, PSAT, SAT, California Quick Reading Assessment	AARI, Urban Literacy Initiative, Khan Academy, Extended School Day, PD, Supplemental Curriculum, Instructional and Data Coaching
<b>Mathematics</b> (Operations and Algebraic Thinking)	9 <sup>th</sup> graders, 10 <sup>th</sup> graders, 11 <sup>th</sup> graders,approaching benchmark students; bottom 30%; economically disadvantaged	NWEA Map, PSAT, SAT,	Khan Academy, Extended School Day, PD, Supplemental Curriculum, Instructional and Data Coaching
<b>Mathematics</b> (Reasoning and Computation)	9 <sup>th</sup> graders, 10 <sup>th</sup> graders, 11 <sup>th</sup> graders,approaching benchmark students; bottom 30%; economically disadvantaged	NWEA Map, PSAT, SAT,	Khan Academy, Extended School Day, PD, Supplemental Curriculum, Instructional and Data Coaching

**b. Describe the LEA's process for involving parents and the community in selecting the reform model.**

**1b:** As a result of the relatively short timeline associated with the SIG V grant application, parents and community members were recruited via exiting channels and networks. The principal met with the Parent Network Coordinator and School Partners Facilitator to plan meetings that provided parents and community members an opportunity to participate in selecting the school's reform model. The Parent Network Coordinator invited the Parent Advisory Council on Student Achievement (PACSA) officers while the School Partners Facilitator invited business and community partners to attend two ad hoc meetings (each approximately one hour in duration) where input and guidance was collected regarding selecting the school's reform model. At both meetings, each of the reform models was discussed.

Parents and community members were asked to provide input as to which model they would like to see implemented in the school. The parents' and community members' comments and concerns were considered by the principal and the School Leadership Team (SLT) when deciding which intervention model to select. Parents had multiple questions regarding the various options the school has in meeting the extended time the grant requires, while business partners tended to favor providing stipends to teachers when students achieved at targeted levels on standardized tests.

## **2. Baseline Data (Attachment A)**

**Complete the baseline data worksheet.**

  X   Completed and uploaded into MEGs.

## **3. Intervention Model – provide narrative on the following:**

**a. Describe in detail the appropriate interventions that will be implemented for the selected reform model using (Attachment B).**

  X   Completed and included as Attachment B.

b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model.

**3b: Note:** Due to space limits, the unique combination of two evidence-based strategies (EBS) will be presented that will be put into practice through SIG V.

The integration of the evidence-based of Data Driven Instruction (DDI) along with Project Based Learning (PBL) is the proposed strategy selected to be a part of the Turnaround Model. This strategy is designed to support the Turnaround Model by increasing student achievement as measured on standardized tests while enhancing college and career readiness and will be implemented with fidelity. In the DDI Model the school will administer three practice interim assessments (8 weeks apart) that are closely aligned in format and content to the actual SAT/PSAT in the core subjects for students in grades 9-11. Teachers will use online resources from Khan Academy and Vantage Learning between interim assessments to maintain the level of cognitive complexity needed to be proficient on actual tests. Teachers and administrators will conduct an item analyses (by classroom) of student performance on each interim assessment to identify how each student is progressing on each standard. Teachers will then meet with the principal to formulate an action plan outlining how they will differentiate the instruction in order to assist all students' mastery of the standards, including those scoring in the bottom 30% on subsequent interim assessments. The administration will monitor teachers' implementation of their action plans via lesson plans, walk-throughs and classroom observations. Teachers will meet in Professional Learning Communities (PLCs) to collaboratively problem-solve, adjust instruction and share best practices via the development/implementation of MDEs Instructional Learning Cycles (ILCs). Students will be required to chart their progress on mastery of standards. The integrated

Additionally, Project Based Learning (PBL) is the instructional model adopted by the school. Therefore, during the administrative action plan meetings and the PLC meetings teachers will

use Understanding by Design and backward planning where questions from practice/interim SAT/PSAT tests are used as mini-projects. As teachers identify critical content associated with each exam question, they are also explicitly framing the metacognitive processes needed to be successful on the test as intermediate stages to complete mini-projects. The outcome of these mini-projects is the higher order thinking required to answer SAT/PSAT questions correctly. Through PBL students are expected to master core academic content, to think critically in order to solve complex problems, and to develop a mind-set that working collaboratively is more effective and efficient than working in isolation. A data driven culture emerges when a) students are held accountable for their learning; b) teachers are expected to use their PLCs to model the principles PBL is designed to advance in students; and c) the administration is actively engaged in supporting teachers' use of data to drive instruction.

#### References:

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Bell, S. (2010). Project based learning for the 21<sup>st</sup> century: Skills for the future. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 83 (2), p. 39-43.

Danielson, C. (1996) *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

#### **c. Describe how the implementation of the SIG will be evaluated for effectiveness.**

**3c:** The Detroit Public School Community District (DPSCD) has considerable experience in monitoring and evaluating school improvement funds and program effectiveness. The district has an effective central office team that provides support in grant management, program evaluation, and instructional coaching. Newly created SIG Coordinator positions will regularly monitor grants expenditures to make sure monies are spent in a manner consistent with grant regulations. Additionally, the principal and the School Leadership Team (SLT) together with district representatives will make sure that key stakeholders have creditable data in a timely manner in order to make informed decisions regarding program effectiveness. A rubric/surveys will be developed at the school level to evaluate the effectiveness of SIG External Service Providers, Instruction of Programs, and Funded Personnel. Also, the following steps delineate the program evaluation process that will be used to monitor the effectiveness of SIG funded outcomes.

**Step 1: Engage Stakeholders** – SLT will hold ongoing meetings to engage key stakeholders in discussions about the intent of the grant and how the grant will assist the school in increasing student achievement. Key stakeholders will be involved throughout the duration of the grant in order to provide multiple points of view regarding school reforms and continuous improvement. At the key stakeholders meetings, the SLT will discuss what is to be accomplished with the assistance of grant funds. Key questions to be deliberated including: What is the school's goal by the end of the grant? What actions are essential to meeting the school's goals? How will

students be impacted by grant supported programs? How will the programs supported by the grant be sustained? Etc. Key stakeholders include district and school leaders, teachers, students, parents, and community and business partners.

Step 2: Implement the Program – PBL and DDI will be implemented in the classrooms. Teachers will administer interim assessments, analysis the results by classroom, develop action plans designed to increase student achievement. PBL will be the framework through which DDI is implemented as questions from practice SAT/PSAT exams will be used as mini-projects. The metrics for measuring SIG effectiveness include the following:

- Changes in student achievement (as measured on interim assessments)
- Changes in instructional framework (implementation of PBL)
- Changes in student attendance and behavior (measured by number of attendance and discipline referrals)
- Changes in building leaders' and teachers' perception (surveys)
- Changes in students, families, community partners' perception (surveys)

Step 3: Evaluate the Program - The SLT will also develop a focused evaluation plan that will address such questions as the following: Were the data collecting methods well suited for the evaluation? How will program evaluations be used? What constraints are present? Are the grant funded programs having the intended impact? What trends are present in the data collected? Etc. The SLT will continuously compare the data outcomes with the intended targets.

Step 4: Re-engage Stakeholders – The results generated from the evaluation process will be shared with key stakeholders in the interest of transparency and continuous improvement. The SLT will solicit recommendations from relevant stakeholders including district leaders, teachers, students, parents, and business and community partners.

Table 3c identifies the persons who will continuously monitor and evaluate the programs funded by SIG to make sure expenditures are consistent with grant requirements.

<b>Table 3c: Persons Responsible for Monitoring and Evaluating SIG Funded Programs</b>	
Department/School	Persons Responsible
School	<ul style="list-style-type: none"> <li>• Dr. Dennis Myles-Principal</li> <li>• Mrs. Deshawn McFarlin-Reed, Dean of Instruction</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> <li>• Business and Community Partners</li> </ul>
DPSCD Central Office	<ul style="list-style-type: none"> <li>• Mrs. Brenda Belcher-Network Leader</li> <li>• SIG Coordinator-TBD</li> </ul>
DPSCD Finance Department	<ul style="list-style-type: none"> <li>• Director of Finance</li> <li>• Director of Grant Compliance</li> </ul>
MDE	<ul style="list-style-type: none"> <li>• SIG Monitor</li> </ul>

For additional details regarding how the school will meaningfully engage parents and community partners in the implementation of the reform model on an ongoing basis, please see Section 3e.

**d. Title IV Rural Schools Element Modification**

- i. **If the LEA receives rural school funding Title VI, it is allowed to modify one element of the transformation or turnaround model. Indicate which element the school will modify, and describe how it will meet the intent and purpose of the original element. NOTE: this modification does not apply to the other models. If the LEA does not receive Title VI rural school funding, mark section 6.d as “N/A”.**

N/A regarding this application.

**e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.**

**3e:** Poverty is the extent to which an individual goes without resources. Said resources may be financial, emotional, mental, spiritual, physical, support systems, relationships/role models or knowledge of hidden rules. (Payne, 2005).

The Osborn Educational Complex is a community high school. That is to say a variety of agencies and community partners have office space on the campus in order to provide immediate wrap around services to students and families as needed. This structure affords partners ample opportunity to meaningfully and continually engage in school reforms to help mitigate the impact of poverty in many of the areas Dr. Payne lists above. Efforts that are currently made to engage parents and community members include Parent Advisory Council on Student Achievement (PACSA) meetings, parent-teacher conferences, automated telephone calls, involvement in volunteer organizations, and partner effectiveness meetings.

Regarding the specific reform model and interventions presented in this application, parents and community members provided input when selecting the Turnaround Model as well as when determining the types of intervention programs and strategies needed for the model to succeed. As indicated earlier, parents, business and community partners will be included in the on-going monitoring and evaluation of SIG funded programs. Particularly, as a NAF and Linked Learning Academy, we have adopted project learning as an instructional framework which is further supported by the Project Lead the Way (PLTW) and Ford Next Generation of Leaders (Ford-NGL) business partnerships.

Additionally, three specific strategies we will implement to garner meaningful family and community engagement follow:

- Family night by grade level. Use the parent-teacher conferences time to invite parents to grade level family night where students of a particular class showcase projects they are working on. Students will exhibit multiple projects in the corridors and classrooms throughout the building to publicize their progress. Students will also display in the

various classroom the progress they are making in becoming proficient on standards as documented on interim assessments.

- SIG Steering Committee. Parents and partners will be invited to actively participate in on-going decisions regarding SIG funded programs. The committee would be comprised of teachers, parents, business/community partners and school leaders who meet quarterly to review the data and make recommendations for improvement to the SLT.
- Parental Workshops. Parents will be invited to participate in literary, career readiness, parenting, healthy lifestyles, etc. workshops designed to assist parents in supporting their families as well as developing/maintaining home environments that support student achievement.

#### 4. Resource Profile

- Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model. As you develop your response, consider how SIG funds will be used to supplement and support other funding resources such as general funds, Title I, Part A, Title II, Part A, IDEA special education funds, and Michigan Section 31a At-Risk funding.**

**4a:** Members of DPSCD central office staff have considerable experience and extensive expertise in coordinating state and federal resources so that the SIG funds will be used to supplement the interventions leveraged in this reform model. As for this grant, Table 4a depicts how multiple funding sources will be used to support the implementation of the selected intervention model (Turnaround Model).

**Table 4a: Coordination of Funding Sources**

Intervention	Funding Source	SIG Supplement/Alignment
PBL	General Fund	Supplemental materials, Technology, Engineer Lab
DDI	General Fund	Data Coach
Interim Assessments	General Fund	Data Coach
Reading Intervention	General Fund	Extended Day
Writing Intervention	Title 1	External Service Provider (ESP)
PDs aligned with reform model & PLCs	Title 1	Brain & Poverty Based Research ESP



Student Assistance— provide social and emotional student support	Title 1	Family Liaison & Dean of Culture
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See the Data Coach and Family Liaison Section (Section 4b), the External Service Provider Section (Section 5), and the Increased Learning Time Section (Section 6) for additional information as to how the SIG funds will be used maximize the impact of these services and positions.

- b. Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG.**

**4b: SIG Coordinator:** The SIG Coordinator will be a central office position that has district oversight of SIG funded programs in multiple schools (amount vary according to the number of DPSCDs funded). Additionally, this position is to be funded at the level of **0.5 SIG-Funded FTE**. The SIG Coordinator will work with the principal, dean of instruction, and the SLT to support and oversee the implementation of the reform plan. He/She will also collaborate with the building principal and DPSCD procurement department to coordinate budgets in accordance with SIG guidelines. In addition, this individual will work with the MDE SIG Monitor to complete SIG monitoring and compliance mandates and reports. The SIG Coordinator will support the work with ESP as it relates to the implementation of SIG funded services. The selection process for filling this position will be consistent with the one described in Section 1b of the LEA portion of this application.

**Data Coach:** In keeping with SIG requirements, the Data Coach position will be funded at the level of **0.5 SIG-Funded FTE**. The Data Coach will work with the building principal, the dean of instruction and the SLT to plan and conduct staff development activities that focus on data driven instruction. He/She will work with small groups of teachers in using data to differentiate instruction and make data-driven decisions. The Data Coach will facilitate PLCs to support teachers in the analysis of results from interim assessments and the development and implementation of action plans (ILCs). This individual will also make presentations to at SIG Steering Committee meetings to discuss with key stakeholders the on-going process of SIG funded programs. The data coach will coordinate classroom visits among teachers in an effort to share best practices among faculty members. The selection process for filling this position will be consistent with the one described in Section 1b of the LEA portion of this application.

**Family Liaison Coordinator/Director:** In keeping with the SIG requirements, the Family Liaison Coordinator position will be funded at the level of **1.0 SIG-Funded FTE**. The Family Liaison Coordinator will collaborate with SLT and community partners to develop workshops to support parents and students outside of school. He/She will assist in preparing written documents such as newsletters, reports and flyers to market school events. This individual will advocate for families and follow up to determine the outcome of services provided when referring families to governmental or community agencies for socio-economic support. The

Family Liaison will participate in a variety of meetings, presentations and workshops including the SIG Steering Committee meetings to keep key stakeholders informed of families' impact on student achievement. He/She will attend professional development seminars to remain knowledgeable of current programs and activities that are designed to assist students and their families. He/She will collect data for a various reports for the purpose of meeting program, district, state, or federal requirements. The Family Liaison will also confer with administrators, teachers, and parents to assist in evaluating student progress. The selection process for filling this position will be consistent with the one described in Section 1b of the LEA portion of this application.

- c. Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG. If not providing this service, no response is necessary.**

**4c:** We have decided **not** to allocate SIG V funds for the position of Mental Health Specialist.

- d. Professional development must be provided throughout the school year (late start, early releases, school days without student, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer. Professional development should be job-embedded and tied to demonstrated need.**

**Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant (Attachment C).**

**4d:** Our students' persistent low performance on state assessments together with low student/teacher morale demonstrates the need for radical and systematic changes in our approach to teaching and learning. In Year 1, school leadership will receive job-embedded professional development from an External Service Provider (ESP), while the faculty will receive job-embedded professional development in their PLCs. In Years 2-5 of SIG Cohort V, the leadership coaching will continue and the ESP will provide job-embedded professional development for staff via instructional coaches. The focus of implementing job-embedded professional will be to increase student achievement and improve climate and culture. The master schedule design adopted will consist of 90 minute class periods on Mondays – Thursdays and 30 minute class periods on Fridays, which allows for an early dismissal on Fridays. Teachers will have common preparation periods by grade level on Mondays and Wednesdays as well as common preparation periods by academic disciplines on Tuesdays and Thursdays. **During the 90 minute common preparation period on Wednesdays** (usually during the 3<sup>rd</sup> week of the month) teachers will meet in grade level PLCs to develop and implement the projects for which students will be engaged on Fridays. **During the 90 minute common preparation period on Thursdays** (usually during the 3<sup>rd</sup> week of the month) teachers will meet in subject level PLCs to support the Friday projects. **For three hours on the**

**second and fourth Fridays of each month**, administrators, teachers, data coach and support staff will meet in PLCs to create and implement ILCs regarding the data generated from interim assessments. Therefore, a minimum of **nine hours monthly** will be utilized as teacher collaboration time. Additionally, multiple professional development sessions will be provided throughout the school year to help make sure administrators, faculty and support staffs develop the intellectual capacity needed to successfully implement the SIG funded interventions. An overview of monthly professional development topics that are planned for Year 1 include the following: Project Based Learning, Teaching in a Blocked Schedule, Data Analysis, Using Khan Academy Effectively, Data Driven Instruction, Differentiated Instruction, Teaching At-Risk Students, Brain Research, and Adolescent Accelerated Reading Initiative. For additional information and details regarding professional learnings please refer to the draft professional development calendar for Year 1 of the grant in Attachment C.

#### **5. External Service Provider Section**

**Describe the process the building and district has used or will use to screen and select external service providers (ESPs) or Whole School Reform Model Developer from the MDE approved ESP list. Include the following:**

- **How the individuals, team or committee responsible for vetting and selecting ESP was determined**
- **Process used to research provider and review evidence of effectiveness**
- **A description of the decision making process (i.e. voting or staff consensus)**

**5:** The principal and his school leadership team established a committee comprised of administrators, teachers, parents and community partners with knowledge of state and federal programs, research on reforms and interventions, School Improvement Grant (SIG) experience and an understanding of the school improvement process. These individuals were requested to serve on a committee because of their knowledge, background and experience in implementing, monitoring and evaluating programs and initiatives. Considering the fact that the Detroit Public School District has been previously awarded SIG Grants in Cohort I & II, the District and the district leadership teams have had considerable experience in setting up a structure for screening and selecting External Service Providers (ESP) and training principals to utilize building level and district level management and accountability systems.

Initially, SLT members and the principal attended a Technical Assistance Meeting with the Michigan Department of Education at which they were provided specific directions on accessing the 2016 state partner provider list. After reviewing the ESP list, members proceeded to conduct background research on the companies that provide services aligned with meeting the identified needs areas that resulted from the comprehensive data review and analysis process. Essentially, ESP services had to match with the needs of school's students, staff, and parents/community. This process was followed by checking references of the companies that offer the needed services. Next, the committee sent an invitation to companies that may potentially serve as partners in order to determine compatibility between school's team members and ESP's team members. **Through consensus** the committee is strongly

considering Competitive Education Solutions (CES) as a possible ESP because they meet each of the following criteria:

1. ESP must be on the 2016 MDE's partner provider list
2. The services ESP provide aligns with meeting the needs of students, staff, parents, community
3. ESP has a proven track record of success in working with students, staff, parents and community with like demographics
4. Background research on ESP validates positive results
5. Recommendations from colleagues who have previously worked on similar programs with ESP before and had success.
6. ESP demonstrates compatibility with principal, faculty, parents/community and MST's (stakeholders).

The Detroit Public School District (DPSCD) and Wayne RESA have a well-developed process for implementing, monitoring and evaluating state and federal programs. The two entities work collaboratively. To ensure full accountability of 1) fiscal integrity (including spending the funds for intended purpose following district, state and federal guidelines) 2) liability, 3) assurances and 4) work (work logs, time-sheets, sign-in sheets, professional development agendas and other grant requirements), DPSCD has multiple levels of checks and balances in place in several key administrative offices. The following list names a few such offices: Human Resources-Talent Management (conducting criminal background checks for ESP staff to work in schools), SIG Office (providing contracts, purchase order numbers and clarify expectations) and Procurement and Logistics providing interpretation of district's policies regarding grant administration and supervision.

#### **6. Increased Learning Time**

- a. **Describe how increased learning time (lengthening the school day, week or year) will be scheduled.**
- b. **Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.**
- c. **Indicate whether or not an agreement with the union will be required to support increased learning time, and if so, will the agreement be signed prior to the start of the school year?**

**6:** Adolescent Accelerated Reading Intervention (AARI) is a Tier II secondary reading intervention program developed by researchers and literacy consultants from the University of Michigan and Oakland Intermediate School District in Michigan. This research based reading program focuses on expository text and critical thinking to help students access text across all content areas. One of its features is that it has proven to be effective with all struggling readers, including students with special needs.

Teachers implementing AARI are trained to meet students where they are academically and accelerate their reading growth through instruction built around:

- Responsive teaching

- Inferencing and critical thinking (Asking inferential questions that stretch students' thinking)
- Text structures (Textual analysis through text structures)
- Text talk and questioning the author (Moving students to independence)
- Relating to students (Building trust and connecting student to text based on their experiences)
- Community (Building community within text and beyond the text)

AARI classroom teachers instruct students in small groups of ten (10) or less each day for a class period. Lessons require students to continually stretch their cognitive ability. Levels of the materials are appropriate for all grade levels. When a student masters one level, he/she proceeds to the next higher level. This is a reoccurring process, until the student has mastered the highest assessment test for his/her equivalent grade level. At that point, the student is ready to transition out of the Tier II reading program to a Tier I program. The text for AARI is low-level exposition with three distinct features: Links to background knowledge and interest, density of ideas, clear rhetorical patterns and clear signaling devices. The supportive elements that encourage critical thinking with text include 1) Scaffold questioning, 2) emergence of discourse around genre, 3) small group instruction with highly reflective and responsive teachers.

For Year 1 of the grant the school day will be extended by 30 minutes and for Years 2-5 of the grant, the school day will be extended by 45 minutes Monday-Friday during which time the reading intervention would take place.

The Detroit Public Schools has an existing agreement with the unions to implement intervention models with their support.

- 7. Attach a comprehensive five-year timeline for implementing the selected intervention (Attachment F). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified.**

  X   Completed and included as Attachment D.

**8. Annual Goals**

- a. Determine the school's student academic achievement goals in the core content areas for each of the next five years as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five? (Attachment E)**

  X   Completed and included as Attachment E.

- b. Describe how data will be used for continuous improvement, and how often it will be analyzed.**

**8b:** On-going student data collection and analyses will occur in multiple ways. First, after each quarterly administered interim assessments the school will sponsor a professional development with Academic Approach representatives who will a) assist teachers in disaggregating the data generated from an interim assessment, b) help teachers understand how to unpack the standards that are assessed on each question (i.e. help teachers determine which standard(s) is assessed on each question), and c) provide a framework teachers can use to develop action plans. Second, each teacher will meet with the principal to formulate an action plan that delineates how he/she will address the academic needs of the students prior to the administration of subsequent interim/actual assessments. Third, teachers will meet bi-weekly in their PLC for their respective academic discipline on the second and fourth Friday of each month. This time is set aside for the expressed purposes of a) using data to develop/implement ILCs and b) collaborating with colleagues on how to convert questions/themes from interim assessments into mini-projects. The administrative team along with the Data Coach will attend Friday PLCs to provide guidance and support. Fourth, teachers will conduct formative (and summative) assessments regularly in their classrooms to inform the bi-weekly Friday PLCs. In this continuous cycle of collecting data and adjusting instruction teachers, students, parents and administrators will constantly monitor student academic achievement.

The following three initiatives were adopted in response to the school's initial priority status:

- The Urban Literacy Initiative (ULI). ULI was developed by a team of educators at the school to address our current Priority status. To implement ULI each student was administered the California Quick Reading Assessment to determine his/her reading level. Students were then assigned to daily, 30-minute seminar classes according to their performance on the California Quick Reading Assessment. The school provided a curriculum and weekly lesson plans. Students were administered posttests at the end of each semester and reassigned to different classes commensurate with their reading scores.
- Math Corp. The Math Corp program was offered to ninth graders who were deficient in skills needed to be successful in high school algebra. Students in Math Corp were co-taught with local university instructors and classroom teachers via a curriculum that focused specifically on the skills needed to transition smoothly from arithmetic to high school algebra. Students who scored in the bottom 30% were required to substitute algebra lab for an elective course. In algebra lab students worked at their own pace to understand fundamental arithmetic and algebraic concepts.
- Tutoring. In school and after school tutoring programs in mathematics and ELA were instituted to assist students in all grades with reading comprehension, numeracy and literacy. Literacy coaches and college students pushed-into mathematics and ELA classrooms to assist teachers and students in their respective academic disciplines.

## **9. Sustaining Reforms**

**Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. How will capacity be increased as a result**

**of receiving the grant, and what commitment(s) will be made to sustain reforms after the grant period ends?**

**9:** The interventions and strategies described in this proposal require SIG funds primarily to solidify the framework around which instructional strategies that lead to student achievement can occur. The interventions can be sustained by a cadre of dedicated professionals, which is supported in the Turnaround Model as it requires that no more than 50% of the current employee remains on staff. The following list delineates the capacities that are increased as a result of receiving the grant:

- The strategically selected professional development builds capacity in school leaders, teachers and support staff.
- The repurposing of engineering labs and the purchase of technology provides the equipment need to implement PBL with fidelity.
- The newly designed master schedule allows teachers the time needed to work in PLCs.
- The systematic changes regarding collecting and analyzing data allow teachers and school leaders to make informed data-driven decision.
- DDI requires teachers to conceptualize how standards are assessed and to write lesson/action plans from a vivid assessment perspective.
- A climate and culture conducive to learning is embedded in a data-driven culture that holds students accountable for their own learning by monitoring their own success via interim assessments.
- Students learn to read with AARI and read to learn with URI in their seminar classes.

Table 9 details major interventions of the selected reform model and how they will be sustained after the grant period ends.

<b>Table 9: Sustaining Major Interventions After SIG Funds Expire</b>			
<b>Strategy/Service</b>	<b>Description</b>	<b>Sustainability Plan</b>	<b>Continued Funding</b>
SIG Coordinator	Responsible for grant management and oversight	Shift to district instructional specialist	Title 1
Data Coach	Responsible for collecting data and facilitating PLCs	Shift to school instructional specialist	Title 1
Family Liaison Coordinator	Building relationships with families to support reforms	Capacity built in principal/staff	N/A
Dean of Culture	Supporting a climate and culture conducive to learning	Remain at the school	Title 1
PLCs	Facilitated teacher collaboration time to examine data	Capacity built in school master schedule, principal and faculty	Title 1
PDs	Targeted professional development for administration and staff	Capacity built in principal, faculty, and staff	Title 1

Extended Day	Additional 30 minutes a day to improve reading comprehension	Capacity built in school master schedule, principal and faculty	N/A
PBL	Instructional framework that supports deeper learning	Capacity built in principal/faculty	N/A
DDI	Systematic approach to implement data driven instruction	Capacity built in principal/faculty	N/A
Technology	Engineering lab refurbished & computer lab and laptops	Capacity built in school infrastructure	N/A

The sustainability plan was designed by the building principal, SLT, district representatives, parents, business and community partners. Parents and community members were recruited via exiting channels and networks. The Parent Network Coordinator invited the Parent Advisory Council on Student Achievement (PACSA) officers while the School Partners Facilitator invited business and community partners to participate in the grant sustainability meetings. The consensus for the key stakeholders mentioned above is that once key people and systems are in place, school will be able to sustain a level student achievement that exceeds national norms. Staff and student handbooks together with orientations for new staff and students will help ensure that the academic environment created by incorporating PBL with DDI will be fully integrated into the school's culture.

The Detroit Public Schools Community District is committed to maintaining practices that are proven to improve teacher performance and increase student achievement.

#### **10. Budget Narrative and Preliminary Budget**

**Provide narrative for this section that describes the following:**

- a. Description of appropriate staffing and activities to support the intervention model at the school level for the full five years of the grant. Indicate which option the school is selecting from those detailed below.**

**10a:** This application selects **Option 1** with one year of pre-implementation and planning; three years of full implementation; and one year of sustaining reforms.

**SIG Coordinator:** The SIG Coordinator will be a central office position that has oversight of multiple DPSCD schools that are award the grant. The equivalent of **0.5 SIG-Funded FTE** is allocated for this position. The SIG Coordinator will work with the building principal, district finance office, and MDE SIG Monitor to support and oversee all aspects of SIG funded programs/activities. For a more detailed description of this position please refer to Section 4b.

**Data Coach:** The position of Data Coach will have an allocation of **0.5 SIG-Funded FTE**. The Data Coach will work with small groups of teachers and/or building leaders in analyzing and using data to differentiate instruction. He/She will make presentations to key stakeholders



regarding the effectiveness of the funded interventions throughout the years of the grant. For a more detailed description of this position please refer to Section 4b.

**Family Liaison Coordinator:** The Family Liaison Coordinator will have an allocation of **1.0 SIG-Funded FTE**. He/She will assist in recruiting volunteers within the school; coordinate parental workshops; and engage parents, community members and other key stakeholders in the process of creating and maintaining environments that support student achievement. For a more detailed description of this position please refer to Section 4b.

**Dean of Culture:** The Dean of Culture position will have an allocation of **0.5 SIG-Funded FTE**. This individual will be responsible for making sure the general culture and climate in the building supports the education process. He/She will be responsible for implementing the Michigan Integrated Behavior Learning Support System (MiBLSi); enforcing the district policies and school expectations regarding student conduct; maintaining records regarding student referrals, in-school detentions and out-of-school suspensions. The Dean of Culture will work closely with other school leaders, teachers, students, parents and community members to provide incentives/support for students' academic, emotional, and social growth and development.

**b. How the school's yearly budgets and activities will differ over the five year period of the grant. Indicate at the beginning of the narrative whether the school will use option 1 or option 2 detailed below.**

**10b:** This application selects **Option 1** with one year of pre-implementation and planning; three years of full implementation; and one year of sustaining reforms.

**Year 1 – 2016-17 (Pre-Implementation and Planning):** The following categories delineate how the SIG funds will be used.

- The district-level oversight and fiscal compliance and 0.5 SIG Coordinator.
- A total of 2.0 SIG-Funded FTEs, namely Data Coach, Family Liaison Coordinator and the Dean of Culture at the school level.
- The ESP to provide leadership coaching.
- On-going job-embedded PDs will begin during the planning year and continue throughout the years of the grant.
- Additional time of thirty minutes per day of extended learning, along with materials and supplies.
- Supplemental curriculum and assessment materials.
- Merit pay for administrators, teachers and support staff when students meet or exceed targets.
- Attendance, hiring and retention incentives
- Technology/Engineering Lab
- Indirect costs

**Year 2 – 2017-18 (Full Implementation):** The Year 2 budget remains largely the same as Year 1 with the following exceptions.

- The additional time will increase to forty-five minutes per day for extended learning.
- The ESP will provide leadership and instructional coaching for the duration of the grant.
- The Dean of Culture will be funded at 1.0 SIG-Funded FTEs for the duration of the full implementation period of the grant.
- Adjustments may be made in accordance to the impact the interventions have on teacher performance and/or student achievement.

Years 3 & 4 – 2018-19 to 2019-20 (Full Implementation): The Year 3 and 4 budgets remain largely the same as Year 2. However, adjustments may be made based on the impact the interventions have on teacher performance and/or student achievement.

Year 5 – 2020-21 (Sustainability): The Year 5 budget remains largely the same as Year 2 with the following exceptions.

- Job-embedded PD will be scaled back as the vast majority of the staff will have added capacity.
- Technology/Engineering Lab removed.
- ESP services are scaled back and/or replaced with Wayne County ISD-Wayne RESA.
- The Dean of Culture position will be funded at level of 0.5 SIG-Funded FTEs.
- Adjustments may be made based on the impact the interventions have on teacher performance and/or student achievement.

**c. Complete the preliminary building level budgets for all five years of the grant. (Attachment F.2)**

  X   Completed and included as Attachment F.2.

## Attachment A: SIG Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on an annual basis.

### USED SIG Data Requirements

Provide the most current data for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant Recipients.

Data Group (Office Use Only)	Heading & Description	SY 2015-2016 Baseline Year 1
DG5	Building Code	00032
XXX	School Name	Osborn Academy of Mathematics, Science & Technology
DG4	District Code	82015
XXX	District Name	Detroit Public Schools Community District
DG728	School Improvement Status	Priority
DG728	Intervention Used  The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	Turnaround
DG752	Baseline Indicator Status  The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	YES
DG729	School Year Minutes  <i>If decreased time please explain in DG745 Supplemental.</i>	69125
DG745	Increased Learning Time (ILT)  Did the school provide longer school year for increased learning time?	NO

DG745	<b>ILT – Longer School Year</b>  Did the school provide longer school day for increased learning time?	NO
DG745	<b>ILT – Before or After School</b>  Did the school provide before or after school for increased learning time?	YES
DG745	<b>ILT – Summer School</b>  Did the school provide summer school for increased learning time?	YES
DG745	<b>ILT – Weekend School</b>  Did the school provide weekend school for increased learning time?	NO
DG745	<b>ILT –Other</b>  Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40</i>	NO
<b>Data Group</b>  <b>(Office Use Only)</b>	<b>Heading &amp; Description</b>	<b>SY 2015-2016</b>  <b>Baseline Year 1</b>
DG745 Supplement	<b>Explanation</b>  Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	NA
<b>Student Data</b>		
DG731	<b>Student Attendance Rate</b>  The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular schoolyear.	0.97
XXX	Dropout Rate	7%
XXX	Number of Disciplinary Incidents	75
XXX	Number of Students Involved in Disciplinary Incidents	35
XXX	Number of Truant Students	50
<b>High Schools Only Data</b>		
DG732	<b>Advanced Coursework</b>	0

	The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	
XXX	International Baccalaureate	NA
XXX	Early College/College Credit	NA
DG733	Dual Enrollment  The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only	NA
DG734	Advanced Coursework & Dual Enrollment  The Number of students who complete advance coursework and complete at least on class in a postsecondary institution. Applies to grades 9-12 only.	0
Data Group  (Office Use Only)	Heading & Description	SY 2015-2016  Baseline Year 1
High Schools Only Data(continued)		
XXX	High School Graduation Rate	93%
XXX	College Enrollment  Number of students enrolled in college from most recent graduating class.	43
Teacher Data		
DG735	Teacher Attendance Rate  The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	.97

#### DG729 – School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2015-2016 Year 1
<b>Minutes per Regular Day</b>  Number of <u>minutes</u> required for all students per regular day	395

<b>Number of Regular Days of Instruction</b>	
The number of <u>days</u> required for all students during the normal school year	175
<b>Total Minutes – Regular Day</b>	<b>69,125.0</b>
<b>Minutes Before School per day</b>	
Number of <u>minutes</u> all students had the opportunity to participate <u>before school</u> each day	0
<b>Number of Before School days</b>	
Number of <u>days</u> all students had the opportunity to participate <u>before school</u> during the normal school year	0
<b>Total Minutes –Before School</b>	<b>0</b>
<b>Minutes After School per day</b>	
Number of minutes all students had the opportunity to participate <u>after school</u> each day	120
<b>Number of After School days</b>	
Number of days all students had the opportunity to participate <u>after school</u> during the normal school year	80
<b>Total Minutes –After School</b>	<b>9600</b>
<b>Minutes from weekends per week</b>	
Number of minutes all students had the opportunity to participation <u>weekends</u>	0
<b>Number of weekends per year</b>	
Number of <u>weekends</u> all students had the opportunity to participate during the normal school year	0
<b>Total Minutes –Weekend</b>	<b>0</b>
<b>Minutes per Summer Day</b>	
Number of minutes all students had the opportunity to participate during <u>summer</u> each day	435
<b>Number of Summer Days</b>	23
Number of days all students had the opportunity to participate during <u>summer</u>	
<b>Total Minutes –Summer</b>	<b>10,005</b>

## **Attachment B.2: Turnaround Model**

**The following items are required element of the model. Describe how each element will be met. Responses must be in the sequence of requirements as listed.**

**NOTE:** If applying for the rural school exemption, reference your response to question 6.d. for the element that is being modified.

**1. Replace the principal**

Dr. Dennis Myles was named principal in the summer of 2015.

**2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.**

The Detroit Public Schools has designed an instrument that measures the effectiveness of instructional and support staff. The domains in which teachers are rated are: Student Academic Growth, Professional Development, Instructor Pedagogy, and Classroom Management. Many members of the faculty for the 2015-16 school year were rated minimally effective and/or ineffective in many of the domain of the evaluation tool. The Turnaround model is well suited for this school because the changes in faculty and faculty performance will assist greatly in increased student achievement.

**3. Screen all existing staff and rehire no more than 50 percent.**

Evaluation of educator effectiveness is informed by the PD 360 evaluation system. Administrators use a four point scale to determine teacher effectiveness across the teaching domains. Teachers are rated highly effective, effective, minimally effective, and ineffective on each domain. Teacher selection will be consistent with the Turnaround Model where evaluation scores will weigh heavily in the re-selection of no more than 50% of the current staff.

**4. Select New Staff**

All instructors and support staff will reapply for their positions and must have at least an effective rating in order to be hired.

**5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.**

In an effort to attract and stabilize efforts around effective instruction and high attendance amongst instructors, the school leadership team embraced the idea of adopting and embedding dynamic incentive programs to attract and retain highly effective talent. In short, the following incentive packages will be offered to all staff: sign-on bonuses for newly hired staff, stay-on bonuses for effective to highly effective staff, a staff attendance incentive, early dismissals on Fridays, and merit stipend for members of each academic core subject should students meet or exceed goals listed in Attachment E.

**6. Provide staff ongoing, high quality, job embedded Professional Development aligned with instructional program and designed with school staff.**

The correlation between job embedded professional development and sustained student achievement is undeniably high. As a result, district and school leaders have adopted a new systematics approach to embed comprehensive professional development in the on-going responsibilities of the educator. Therefore, the SIG funding will be used to support the nine hours of monthly teacher collaboration time outlined in the Professional Development Calendar (Attachment C). Generally speaking, on Wednesdays teachers will collaborate across academic disciplines during their common preparation period to design/implement projects that illustrate the interconnection and relevance of theoretical knowledge. On Thursdays, teachers will meet with members of their respective disciplines to share best practices regarding PBL. On Fridays teachers will meet in their subject or grade level PLCs to design and implement ILCs where questions from practice or interim assessments are presented as the focus of a mini-project.

Additionally, numerous other professional development Blocked Scheduling, PBL, DDI, AARI, ULI, Academic Approach, Khan Academy, Vantage Learning, Teaching at Risk Students, and Brain Research.

**7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)**

The Detroit Public Schools district adopted a new governance structure in the 2015—2016. The school district divided itself into distinct school Networks, where one particular network was designated to oversee and support Priority schools. Within this new governing structure, the Network Leader and his/her support staff provide instructional and operational support to a specific school within the network. This effort is also supported by our local ISD—Wayne RESA.

**8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.**

The school's leadership team used several sources of data to influence when deciding to adopt intervention programs intended to improve the social and academic success of our students. Data dives and dialogues throughout the school term helped to identify poignant factors preventing our students' potential to perform at or above the national norms in all subject areas.

Data revealed the need for students to be heavily supported in reading, mathematics, and writing. -The research based—Adolescent Accelerated Reading Initiative (AARI) was adopted to support and systematically develop critical literacy intervention skills to students who are struggling readers of informational text in conjunction with our school-



wide literacy intervention program— The Urban Literacy Initiative. In our current reading program students engage in reading strategies specifically to increase word comprehension, fluency, stamina, and recognition. Part of our data logs hinged on observations of the Urban Literacy Initiative. As a result on walk-throughs and observations, school leaders noticed that teachers needed a reading program that was socially appropriate for adolescents yet contain content designed for the developing reader. Training in such a program would ensure that every teacher, regardless of his/her academic background, possessed skills necessary to deliver and help build cognitive thinking skills needed to synthesis and analyze text across subject areas. After a careful and lengthy investigation of secondary programs proven to assist students who are considered struggling readers of informational text, the team decided on Adolescent Accelerated Reading Initiative (ARRI). While this program mirrored our program very closely, there were several factors which clearly separated it from the ULI. Research regarding AARI indicates that students who receive 12 weeks of continuous intervention in the AARI program experience an average growth rate of 1.44 on standardized exams. With regard to grade level growth, the rate of increase is on average is 1.8. The AARI program extends daily instruction fifteen minutes beyond URI. AARI literature indicates that students engage in methods proven to deepen their understanding of multi-layered text: community, text-based inference and critical thinking, text structure, and the Question Answer-Relationship Model (QAR) and Questioning the author (QtA).  
<http://www.oaklandschoolsliteracy.org/professional-learning/grades-6-12/adolescent-accelerated-reading-initiative-aari/>  
<http://www.tcaps.net/boardpacket/2013/04-22-13/K%20-%20AARI%20Presentation%20April%2022%202013.pdf>

Data indicates our students continuously fail to demonstrate the ability to write pieces at the secondary level. Specifically, our students incessantly present writing pieces which lack organization, focus and meaning, language use, voice, style, mechanics and convention in the writing domain. With so many students needing differentiated instruction where they may revise their writing quickly, the SLT decided that embedding technology-based program into our instructional day would benefit our students greatly. The team researched programs that would assist instructors' with the challenge of offering immediate feedback for students and was proven to augment students' interaction with language while enhancing their writing competency. Within Vantage Learning, students are supported online where they receive instant writing scores upon submission of their work. Feedback is specially designed for students as an individual around the aforementioned writing domains. Supplementary prescriptive support is also given to students in the form of examples, possible inaccuracies, or multi-lingual support. This form of support allows teachers opportunities to offer human intelligence, engage in data dialogues, and develop additional instructional support for students in a timely fashion. Vantage Learning allows instructors to issue assignments from over 1000 topics or develop their own prompts. Research shows that Vantage Learning rates student's paper within 1 point of an expert grader by 97% to 100% percent.

During the integration of DDI with PBL teachers will use selected items for practice and interim assessments as mini-projects. Using PSAT & SAT like assessment items that require high order thinking, critical reading and high level mathematics skills, teachers will engage students in the process of analyzing assessment items by dissecting them, using metacognition strategies. Student will be able to disassemble the items in a step-by-step process and solve each part. They will also be able to reassemble the parts by cognitively stretching to connect the results of their analysis and their new learning with

solving problems requiring complex skills, thusly unlocking previously unknown phenomena. In order to effectively implement this intervention, the school will use assessment items developed by Khan Academy, Vantage Learning and Academic Approach.

**9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.**

After each interim assessment, teachers will complete an item analysis of the exam to determine which standard(s) students answered correctly. Each teacher will confer with and principal to formulate an action that outlines how he/she will differentiate instruction to address the needs of students. The Data Coach will facilitate monthly PLCs in which data generated from formative and summative assessments is used to design and implement ILCs.

In addition to providing online materials that supports SAT/PSAT, Khan Academy is a cloud-based academic video library that teacher use to differentiate instruction across grade levels and subjects. The Khan Academy and Vantage Learning websites are designed to give students additional support on content specific information aligned to state and national standards.

**10. Establish schedules and implement strategies that provide increased learning time.**

In the 2015-16 school year, the school implemented a seven period per day high school schedule, with students attending classes for six periods and eating lunch during the seventh period. In an effort to improve student achievement more rapidly, the principal and school leadership team reviewed other scheduling models that provide ample flexibility to provide a period for instructional intervention to occur during the day. Students within the same range of scores on the California Quick Reading Assessment will be scheduled in an intervention class to improve requisite skills to read at grade level. Beginning with the 2016-17 school year, the school's schedule will include 30 minutes of reading per day and change from seven periods to blocks. The 30 minutes will be expanded to a 45 minute class period during the full implementation of the grant in order to provide intervention services to students in need of extra academic assistance. The intervention period will include a continuum of academic support in reading.

Detroit Public Schools has an existing agreement with the unions to implement interventions models with their support.

**11. Provide appropriate social-emotional and community-oriented services and supports for students.**

Under the guidance of the Dean of Culture, the school will function as a Positive Behavior Intervention Support (PBIS) school where data-based-decision-making is used to inform social behavior across the school setting. The Dean of Culture will work in concert with the school's PBIS team to reduce the amount of reactive discipline

measures for all students. The Dean of Culture will create community service projects, academic support mechanisms, and intervention plans, which will curtail inappropriate student behavior. We believe effective, comprehensive school-wide related intervention plans would support students across their home, school, and community.

The Dean of Culture will work in conjunction with the Family Liaison Coordinator to provide complete wraparound services to families needing social-emotional and community-oriented services and supports for students. They will coordinate and link families to the appropriate agencies.

**The following items are permissible elements of the turnaround model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.**

- 1. Any of the required and permissible activities under the transformation model.**  
No adoptions from the required or permissible activities under the transformation model were included in this reform plan.
  
- 2. A new school model (themed, dual language academy, etc.)**  
Osborn Academy of Mathematics, Science and Technology is a STEM school that has long standing partnerships with NAF, Linked Learning, Project Lead the Way and Ford-Next Generation. The adoption of PBL as our instructional model complements the schools' role and responsibilities to each of these interlinking partnerships. PBL routinely engages learners to think critically, to work collaboratively, and to communicate effectively. By integrating Data Driven Instruction with Project Based Learning and wrapping researched based instructional practices around SAT/PSAT questions, we endeavor to create a data driven culture where all stakeholder share in the responsibility of student achievement.

### Attachment C: Professional Development Calendar

**Note:** This calendar reflects the tentative set of topics associated with each of the weekly common preparation times on Wednesdays and Thursdays as well as the early dismissals on Fridays.

Month & Week	Tentative PD Topic	Sponsor/Organizer
September (W2, F)	ILC-Data Analysis	Principal/SIT
September (W3, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
September (W4, F)	MiBLSi/PBIS	Dean of Culture
October (W2, F)	ILC-Action Plans	Principal/SLT
October (W3, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
October (W4, F)	Data Analysis	Dean of Instruction
November (W1, F)	Data Analysis	Academic Approach
November (W2, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
November (W3, F)	ILC Acton Plans	Dean of Instruction
December (W1, W&F)	ILC-Data Analysis	Principal
December (W2, Th&F)	W-Grade PLC; Th-Subject PLC	Data Coach
January (W2, F)	MiBLSi/PBIS	Dean of Culture
January (W3, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
January (W4, F)	Data Analysis	Academic Approach
February (W1, F)	ILC-Data Analysis	Principal
February (W2, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
February (W4, F)	ILC-Action Plans	Dean of Instruction
March (W2, F)	MiBLSi/PBIS	Dean of Culture
March (W3, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
March (W4, F)	Data Analysis	Academic Approach
April (W2, F)	ILC-Data Analysis	Principal

April (W3, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
April (W4, F)	ILC-Action Plan	Dean of Instruction
May (W2, F)	ILC-Action Plan	Principal
May (W3, W&Th)	W-Grade PLC; Th-Subject PLC	Data Coach
May (W4, F)	MiBLSi/PBIS	Dean of Culture
June (W1, W&F)	Data Analysis	Dean of Instruction
June (W2, Th&F)	Data Analysis	Principal

#### **Attachment D: SIG Timeline**

### SIG V 5-Year Timeline

Action Step	Person Responsible	Year 1	Year 2	Year 3	Year 4	Year 5	Success metric
Principal contacts SIG Office and Human Resources Department HR) to begin selection process of the (3) SIG-funded positions	Principal, SIG Office, HR Department	Within 10 business days of notice of grant award	Task completed Possible revisions for other job related duties	Task completed Possible revisions for other job related duties	Task completed Possible revisions for other job related duties	Task completed Possible revisions for other job related duties	All positions filled within 45 days of grant notification
Align grant timelines with grant budget approval dates	Principal, SIG Coordinator	Within 10 business days of notice of grant award	On-Going	On-Going	On-Going	On-Going	Grant timelines, reviewed, communicated and posted
Develop contractual services and agreements & ESP Contract	Principal, SIG, DPSCD Office of Procurement & Logistics	Within 20 business days after notice of award notification	Annual evaluation and renewal	Annual evaluation and renewal	Annual evaluation and renewal	Annual evaluation and renewal	Interventions operationalized 10 business days after notification
✓ Revise and publish the annual Professional Development calendar	Principal & SIG Coordinator	No later than 30 days after award notification	Develop annual PD calendar	Develop annual PD calendar	Develop annual PD calendar	Develop annual PD calendar	Published PD Calendar & DPSCD's Communication Department
SIG orientation (new staff & families)	Principal, SIG Coordinator, Data Coach School, Parent Liaison Improvement Team Members,	Within 10 business days of notice of grant award	Revisit with adjustments or changes each year by May 31	Revisit with adjustments or changes each year by May 31	Revisit with adjustments or changes each year by May 31	Revisit with adjustments or changes each year by May 31	Notice of meeting agenda and sign-in sheets Presentation; Flyers; and Informational Materials
Purchase SIG technology	Principal, SIG Coordinator, DPSCD Office of Procurement & Logistics	Purchases completed adhering to state requirements 60 days after notification of grant	October 1 annually	October 1 annually	October 1 annually	October 1 annually	98% of grant funded technology purchased by end of first semester annually School SIG Inventory records
✓ Implement Job Embedded Professional Development & PLC's	Principal, Teacher Leaders, Consultants, & External Service Provider (ESP)	Within 20 days after award notification	Annual evaluation	Annual evaluation	Annual evaluation	Annual evaluation	98% of planned PD 98% teacher participation 15 % achievement growth
✓ Implement parent engagement strategies	Principal, Teacher Leaders, Consultants, SIG Coordinator, Parent Liaison, & (ESP)	Within 20 days after award notification	Annual evaluation	Annual evaluation	Annual evaluation	Annual evaluation	15% increase in parent participation in 2 activities

SIG Staff Evaluation	Principal	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed
ESP Program review & Evaluation	Principal	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Written feedback for ESP and adjustments made within 20 business days
Annual SIG Program Review & Evaluation	Principal	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Written feedback from Principal and adjustments
Monthly SIG grant update to	Principal	On-Going	On-Going	On-Going	On-Going	On-Going	Written reports and verbal updates to Principal as requested
Quarterly SIG grant update to SIG & Superintendent	Principal & SIG Coordinator	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly	Written Quarterly Reports delivered to Principal, DPSCD SIG & State Monitor
Monthly Fund Balance Report	Principal & SIG Coordinator	First of the month	First of the month	First of the month	First of the month	First of the month	Timely reporting of grant fiscal status
Annual benchmark & leading indicators reports	Principal & SIG Coordinator	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Submission of data reports to MDE on time 98%
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Principal, SIG Coordinator, DPSCD Monitor & State's Monitor	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Submission of data reports to MDE on time 90%
✓ Denotes activities, practices, structures, and procedures that are already in place due to previous priority school							

## Attachment E: Annual Goals

Ninth and Tenth graders were only tested in the spring of 2016 on the PSAT assessment. The eleventh graders only took the PSAT in the fall of 2015. The SAT & M-Step are only given in the spring of the year to the eleventh graders.

Osborn Academy of Mathematics, Science & Technology						
MDE Summative Assessments	Current Proficiency Rate 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-2019	Goal for 2019-2020	Goal for 2020-2021
English LA	3.6%	15%	30%	45%	65%	80%
Mathematics	3.4%	15%	30%	45%	65%	80%

Osborn Academy of Mathematics, Science & Technology							
National Summative Assessments		Fall Benchmark		Winter Benchmark		Spring Benchmark	
		Math	Reading	Math	Reading	Math	Reading
PSAT	9 <sup>th</sup> Grade	n/a	n/a	n/a	n/a	2%	12%
	10 <sup>th</sup> Grade	n/a	n/a	n/a	n/a	0%	6%
	11 <sup>th</sup> Grade	4%	40%	n/a	n/a	n/a	n/a
SAT		n/a	n/a	n/a	n/a	0%	6%

Local Summative Assessments Fall to Winter			
		Math	Reading
NWEA MAP RIT SCORES (By National Comparison)	9 <sup>th</sup> Grade	-28.35	-21.2
	10 <sup>th</sup> Grade	-27	-20.6
	11 <sup>th</sup> Grade	-29.6	-21.3



## **Preliminary School Budget OPTION 1**

**NOTE:** Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items.** Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, test of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

**A separate budget overview is required for each building.** Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that are not distinguished between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

### **Option 1 Overview:**

- Year 1: Pre-implementation and planning not to exceed \$500,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1 million annually. Each year of the implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$500,000. Sustainable activities comprise the year 5 budget.

**The following general guidelines must be adhered to in creating the school budget:**

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

**Use the supplied template on the following page to complete the school level budget overview.**

## **SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM**

## OPTION 1

### Pre-implementation/planning in Year 1, full implementation in Years 2-4, and Sustaining Reforms in Year 5.

**INSTRUCTIONS:** Please complete the School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

**NOTE:** Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal name of District Applicant: Detroit Public Schools Community District

District Code: 82015

Budget Summary for: Osborn Academy of Mathematics, Science and Technology

Building Code: 00032

### 5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	TOTAL EXP
1	\$500,000	196,102	119,576	37,000	62,322	415,000
2	\$750,000	224,102	144,074	232,340	64,484	665,000
3	\$750,000	265,102	148,076	150,000	101,822	665,000
4	\$750,000	274,602	148,576	140,000	101,822	665,000
5	\$500,000	244,602	129,738	30,000	10,660	415,000
GRAND TOTAL	\$3.25M	1,204,510	690,040	589,340	341,110	2,825,000

### Attachment G: ASSURANCES AND CERTIFICATES

## **ATTACHMENT F.2**

### **BUDGET NARRATIVE – STAFFING – OSBORN ACADEMY OF MATHEMATICS, SCIENCE AND TECHNOLOGY**

#### **SIG Coordinator – (.5 FTE ) Budgeted at the LEA level**

**Data Coach (.5 FTE)** - The primary role of the Data Coach is to mentor and support teaching and learning through data analysis, modeling, coaching, and professional development to promote and improve student achievement through quality instruction. The Data Coach will produce timely data that both teachers and administrators can use to diagnose and improve student learning progress, as well as design school-wide and/or personalized instructional strategies that improve student learning and growth. This position will be utilized in years 1-4 of the grant. The position will be discontinued in year 5 of the grant (sustainability) as staff will now have the capacity to use data to make data driven decisions regarding instruction.

**Family/Parent Liaison Position (1.0 FTE)** - The Family Liaison will provide information to parents on programs/services available to students and families as well as school and/or district activities and procedures; referring families to other agencies; and fostering an ongoing partnership between the home and school. This position will also build the schools' and parent's capacity for strong parental involvement through initiatives, professional development, support materials for home learning and various other proposals. With the involvement of parents, the Family Liaison will develop an annual evaluation tool on the content and effectiveness of the parental engagement program in improving the academic quality at Osborn. This position will be utilized in years 1-5 of the grant.

**Dean of Culture (1.0 FTE)** - The Dean of Culture will be responsible for improving the schools climate and culture and fostering excellence and learning for all students. This position will be utilized in years 1-5 of the grant.

**Education Technician: (1.0 FTE)** – These positions support core curriculum instruction through small group instruction under the direction of a highly qualified teacher. These positions will be utilized in years 2-5 in the grant.

## **Budget Narrative**

### **A. Year 1 Cost - \$415,000**

(Planning) The Osborn Academy of Math staff is selecting Option 1. The focus will be pre-implementation/planning and professional development for staff. This will ensure that staff will have the necessary skills to deliver high quality teaching. Staffing for the first year includes the SIG Coordinator (Centrally funded) Family Liaison, and Data Coach, and Dean of Culture. We will begin the purchase of technology equipment, along with professional development for staff on incorporating technology in the classroom. Year 1 will include intensive leadership and instructional coaching and workshops on Professional Learning Centers from our external service provider Competitive Education Solutions. We will extend the school day by 30 minute per day to allow for additional instructional time.

### **B. Year 2 Cost - \$665,000**

(First of year of implementation) differs from the previous year as the school will add the services of 1 Ed Techs. The additional staff will allow Osborn to focus on small group instruction with students that are struggling. Along with the additional staff, we will also continue with the purchase of technology (mobile laptop carts). We will purchase mobile laptop carts for use in the classrooms. These mobile classrooms will be utilized to increase literacy and numeracy. Web-based learning resources will be purchased to be used with the newly acquired tablets and computers. We will continue with the extended day for all students (funded by SIG). We will also continue with intensive professional development of staff during the school year and summer. We would also like to create a project based learning lab that will support project based learning and STEAM activities.

### **C. Year 3 Cost - \$665,000**

Activities in year 3 will continue as stated in year 2, which include content-coaching, PLC'S, project based learning, afterschool enrichment, job-embedded coaching, data analysis, web-based learning resources for students, staff incentives, of extended learning time 4 weeks of summer school, and parental activities. Staff will have the opportunity to earn pay incentives based on student achievement.

### **D. Year 4 Cost - \$665,000**

Activities in year 4 will continue as stated in year 3, which include content-coaching, PLC'S, project based learning, afterschool tutoring and enrichment, job-embedded coaching, data analysis, web-based learning resources for students, staff incentives, extended school day and parental activities.

### **E. Year 5 Cost - \$ 415,000**

Activities in year 5 (Sustainability) will substantially decrease as the need for content-coaching, PLC training and data analysis will decrease due to staff acquiring the instructional techniques and strategies needed to positively impact achievement. In year five, The Data Coach will be discontinued, as staff will have acquired the skills necessary to analyze data to make decisions regarding classroom instruction. The number of coaching days allocated for consultants will substantially decrease as student achievement increases.

**INSTRUCTIONS:** *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

**SPECIFIC PROGRAM ASSURANCES**

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any cost incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

**CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL\* Disclosure Form to Report Lobbying\*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

#### **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

#### **ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

#### **ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

#### **CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

**CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.**

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

**PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant program or the State School Aid Act of 1979 as amended, until the grantee come into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

**CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such

entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

#### **CERTIFICATION REGARDING TITLE III OF THE AMERICAN WITH DISABILITIES (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e. program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

#### **CERTIFICATION REGARDING GUN-FREE SCHOOLS – Federal Programs (Section 4141, Part A, Title IV, NCLB)**

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for the student on a case-by-case basis. (The term “weapon” means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

#### **AUDIT REQUIREMENTS**

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

#### **ASSURANCE AGAINST TRAFFICKING IN PERSONS**



The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award any your employees man not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violations of these prohibitions by the grantee, its employees or its sub recipients.

#### **ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving” October 1, 2009.

#### **CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirements for supplying a Data Universal Numbering System (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

#### **ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and remove the public’s access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

#### **IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approved reform/design plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.